

Supervision of Education Quality at Sonder State Junior High School, North Sulawesi, Indonesia

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Abstract: The place or location of this research is SMP Negeri 1 Sonder which is located on Jalan Tounet Village, Sonder District, Minahasa Regency, North Sulawesi Province.

Based on the characteristics of the problems studied and the research sites chosen, the implementation of this research will take place from November 2021 – February 2022. This research is a research that uses a descriptive method with a qualitative approach. The descriptive method is the method of exposing findings based on facts. After doing research with the Implementation of Educational Quality Supervision at SMP Negeri 1 Sonder, contained in the previous chapters, it can be concluded that on The leadership of the principal at SMP Negeri 1 Sonder generally has Good. Where is the evaluation SMP Negeri 1 Sonder with the following results: Carry out supervision of teachers with provide assistance and facilities for teaching materials necessary, he providing facilities such as providing book references for teachers who need them as well as directing teachers to choose appropriate teaching materials. The success of a school is certainly centered on the principal and controls well on the development of teachers, staff, administration, and staff within the scope of the organization or school phenomena obtained based on data collected from the field.

Keywords: Education Quality, Sonder, Manado, Junior high school.

INTRODUCTION

Quality education continues to be pursued by the government so that education in our country is not left behind from other countries. One of the government's efforts is to set education quality standards. Quality standards are a reference for measuring performance achievements in the education sector. These quality standards are determined through national education standardization. Quality standards are a reference for measuring the performance of the education system covers input (input), process, output (output) and impact (outcome) education that must be fulfilled by the education unit/school. Indonesian education quality standards are outlined in 8 National Education Standards (NES), which are the minimum criteria that must be met by each educational unit.

The education quality standards have indicators that form the basis for measuring and determining the quality of educational units or schools in implementing their programs. In addition, the quality standard of education is a guide that provides guidance and assistance to educational units. To oversee the implementation of the fulfillment of education quality standards in educational units, it is necessary to supervise the quality of education.

Quality supervision is a solution to oversee efforts to improve quality in educational units carried out by the Education Quality Assurance Agency together with school supervisors. The purpose of quality supervision is conduct an analysis of the quality mapping of educational units, formulate recommendations and follow-up actions, obtain information and data on quality mapping as access to continuous and holistic quality improvement from the results of the

implementation of education quality mapping. The scope of quality supervision includes understanding the National Education Standards (SNP), implementing the Internal Quality Assurance System (SPMI), and improving the quality of education.

Supervision of quality regarding understanding of standards for understanding National Education Standards (SNP) to ensure educational units or schools understand SNP as a reference in implementing quality education, implementation of the Internal Quality Assurance System (SPMI) to ensure and assist educational units/schools in implementing SPMI as a solution for improvement sustainable quality, and improving the quality of education to assist schools in finding the right solution and according to the needs of their environment. One of the efforts to improve the quality of education in educational units/schools is the implementation of educational supervision through academic supervision by the school principal.

Academic supervision is teacher coaching by the principal regarding the implementation of teaching and learning to improve the quality of learning and improve the learning situation in the classroom. Academic supervision includes compliance with the four National Education Standards (SNP) which fall under the category of academic standards, namely Graduate Competency Standards, Content Standards, Process Standards and Assessment Standards. Graduate Competency Standards are the minimum criteria for graduates which include the dimensions of attitude, knowledge and skills. Standard Content, namely the scope of material and level of competence as outlined in the criteria regarding graduation competencies, study material competencies, subject competencies, and learning syllabus that must be fulfilled by students at certain levels and types of education. Process standards include lesson planning, implementation of the learning process, assessment of learning outcomes and supervision of the learning process. Assessment standards include mechanisms, procedures and instruments for assessing student learning outcomes.

The results of the evaluation of the implementation of academic supervision on the fulfillment of these academic standards can be seen in the Education Quality Report for each educational unit/school. The school quality report card is a description of the state of the school against the achievements of the SNP after the process of completing the School Self Evaluation (EDS) instrument by the school community. With the existence of a quality report, the educational unit/school basic considerations in preparing plans, analyzing school needs and program needs for education.

Each educational unit or school conducts a School Self-Evaluation (EDS) every year by filling in the Education Quality Assurance (PMP) application for the Directorate General of Early Childhood Education, Elementary Education, Ministry of Education and Culture. The results of this School Self-Evaluation include a number of questions related to compliance with the National Education Standards (NES), then the results of this EDS, are set forth in a quality report card which is then analyzed to become reference material for schools in preparing school work programs. SMP Negeri 1 Sonder also did this.

SMP Negeri 1 Sonder is an educational unit that has a quality report card based on the results of the school's self-evaluation. It can be said that SMP Negeri 1 Sonder has not met the quality standards based on the quality report cards. This indicates that quality supervision has not been implemented optimally. The quality report card for SMP Negeri 1 Sonder for 2020 shows that the achievements of the SNP in the academic field, namely Graduate Competency Standards, Content Standards, Process Standards and Assessment Standards, have still not achieved the expected results. The achievement scores for the four standards are still included in the Towards SNP 3 category. This means that SMP Negeri 1 Sonder has not been maximal in the process of guaranteeing the quality of education in terms of academic standards. Structuring in this case implies supervising, leading, fostering, or controlling resources which includes planning, observing, supervising, and coaching. To meet these standards, there are many things that can be done, one of which is the need to increase competence through academic supervision by looking at indicators and sub-indicators of quality reports in the education unit.

In carrying out their duties, supervisors and principals acting as supervisors have several responsibilities, namely the obligation to carry out school administration development which aims to create a better teaching and learning situation and carry out educational supervision, namely academic supervision in accordance with predetermined provisions so that teachers are motivated in carrying out assignments and be able to guide students to be better. the teacher's view of supervision tends to be negative which assumes that supervision is a model of supervising teachers by suppressing the teacher's freedom to express opinions. This can be influenced by supervisors' attitudes such as authoritarian attitudes, only finding fault with the teacher and assuming more than the teacher because of his position. And also senior teachers tend to think that supervision is an unnecessary activity because they think that they have more abilities and experience. Therefore, in this writing, how are alternatives in solving problems in the implementation of quality supervision of education at SMP Negeri 1 Sonder.

A. Research focus

The focus of the research states what issues are the center of attention in the research. The focus of this research is related to the Implementation of Supervision of Education Quality at SMP Negeri 1 Sonder, which is located on Jalan Desa Tounet, Sonder District, Minahasa Regency, North Sulawesi Province.

B. Formulation of the problem

Based on the background of the problem and the focus of the research above, the formulation of the problem is as follows:

1. How is the implementation of Education Quality Supervision at SMP Negeri 1 Sonder?
2. What factors support the implementation of Education Quality Supervision at SMP Negeri 1 Sonder?
3. What factors hinder the implementation of Education Quality Supervision at SMP Negeri 1 Sonder?
4. How do school principals develop solutions to solving educational quality problems at SMP Negeri 1 Sonder?

C. Research purposes

The objectives to be achieved in this research are to find out:

1. Implementation of Education Quality Supervision at SMP Negeri 1 Sonder.
2. Factors that support the implementation of education quality supervision at SMP Negeri 1 Sonder.
3. Factors hindering the implementation of education quality supervision at SMP Negeri 1 Sonder.
4. Efforts by the school principal in developing solutions to solving problems in the quality of education at SMP Negeri 1 Sonder.

D. Benefits of research

The benefits of research related to the implementation of education quality supervision at SMP Negeri 1 Sonder can be described as follows:

1. Theoretical Benefits

- a. This research is expected to be able to provide a theoretical contribution regarding how to improve quality supervision in the school environment.
- b. As library material and reading for students, educators, education staff more specifically for SMP Negeri 1 Sonder.

- c. As library material for Postgraduate students at Manado State University, especially the Education Management study program.

2. Practical Benefits

- a. It is hoped that the results of this research can provide input for managers of educational institutions, especially supervisors (principals) to be more able to improve the existing supervision program in each school as a measure of supervision and control of educational activities so that education will progress and develop.
- b. Provide information and descriptions for school principals and teachers at SMP Negeri 1 Sonder regarding the importance of supervising the quality of education.
- c. It is hoped that the writer can provide experience and instill a lot of unlimited knowledge for the future and as a motivation for the writer to continue to seek knowledge wherever and whenever.

RESEARCH METHODOLOGY

A. Methods and Approaches

This research is a research using descriptive method with a qualitative approach. The descriptive method is a method of exposing findings based on existing facts or phenomena obtained based on data collected from the field (Dari et al, 2017: 14). This study describes the implementation of education quality supervision in educational units. This study aims to describe the results of data processing in the form of words, general descriptions that occur in the field. Several assumptions in the qualitative approach are first, qualitative research pays more attention to the process than to the results. Second, qualitative researchers put more emphasis on interpretation. Third, qualitative researchers are the main tool in collecting data and qualitative researchers must go directly to the field, to make participatory observations. Fourth, research illustrates that researchers are involved in the research process, interpreting data, and achieving understanding through words or pictures. Finally, the qualitative research process is inductive in that the researcher creates concepts, hypotheses or temporary conjectures, and theories based on field data in the research process (According to Creswell (2012: 259).

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Based on the characteristics of the problems studied and the research sites chosen, the implementation of this research will take place from November 2021 – February 2022.

DISCUSSION

Based on the results of research on the management of work practices The field at SMP Negeri 1 Sondert covers a wide path used to present the research results as follows:

- a. How is the implementation of Education Quality Supervision at SMP Negeri 1 Sonder?

Based on observations and interviews it can be concluded Educational supervision play a role in providing convenience and helping school principals and teachers develop their potential optimally. Supervision must be able to improve the leadership of the school principal so that it can achieve the effectiveness and efficiency of the school program as a whole. These quality standards are determined through national education standardization. Quality standards are a reference for measuring the performance of the education system covers input (input), process, output (output) and impact (outcome) education that must be fulfilled by the education unit/school. The quality of education supervisor has an important influence on improving the professionalism of teachers, especially to improve the quality of the learning process and student learning outcomes. This research is the same as Shamsuddin (2019). Whereas the Role of Supervision of Educational Quality in Improving the Quality of Education of school principals

can be categorized as supervision can help supervisors easily improve and correct any deficiencies so that they can see how far the quality of education in the school has improved.

b. What factors support the implementation of Education Quality Supervision at SMP Negeri 1 Sonder?

Willingness of teachers to accept guidance from school principals, family relationships between teachers and teachers, and between teachers and principals, there is transparency in school management and management. Furthermore Factors supporting the implementation of academic supervision are giving motivation to teachers, so that teachers are motivated so they want to learn and practice more effective and efficient learning methods. The same research is also Suwartini (2017), that the better the academic supervision of the school principal and the better the teacher's professionalism, the better the quality of education

c. Factors What hinders the implementation of school quality supervision at SMP Negeri 1 Sonder?

Based on observations and interviews it can be concluded that While the inhibiting factor is the lack of time allocation in the implementation of academic supervision. The community environment where the school is located, the size of the school which is the responsibility of the principal, the level, the condition of the available teachers and staff, and the skills and expertise of the principal. The implementation of supervision in schools includes: Lack of preparation from supervised teachers, The complexity of the managerial tasks of a school principal, The element of subjectivity is still high, Frequent changes of school principals, and Limited facilities and infrastructure, this study is the same as Krowin (2015). Academic Supervision as One of the Efforts to Improve the Quality of Education is the key to the success of the program in all efforts to promote the quality in question.

d. How do school principals develop solutions to solving educational quality problems at SMP Negeri 1 Sonder?

Based on the results of the above interviews and observations, namely shows that the principal does educational Supervision, play a role in providing convenience and helping school principals and teachers develop their potential optimally. Supervision must be able to improve the leadership of the school principal so that it can achieve the effectiveness and efficiency of the school program as a whole. So with this the authors conclude that the principal has carried out or carried out educational supervision properly and has motivated teachers to work with enthusiasm. This research is the same as Rachmah (2018). Title Supervision of Education in Improving the Quality of Learning, the school principal runs according to the schedule that was made at the beginning of the academic year. Each teacher is supervised at least twice, namely in the odd semester and in the even semester. So that every semester the teacher's skills in teaching improve and can improve the quality of learning. The principal provides facilities that can support teacher competence in the form of workshops and in-house training.

CONCLUSION

After doing research with the Implementation of Educational Quality Supervision at SMP Negeri 1 Sonder, contained in the previous chapters, it can be concluded that on The leadership of the principal at SMP Negeri 1 Sonder generally has Good. Where is the evaluation SMP Negeri 1 Sonder with the following results:

1. Carry out supervision of teachers with provide assistance and facilities for teaching materials necessary, he providing facilities such as providing book references for teachers who need them as well as directing teachers to choose appropriate teaching materials. The success of a school is certainly centered on the principal and controls well on the development of teachers, staff, administration, and staff within the scope of the organization or school.
2. In implementing quality education, of course, it requires several ways or aspects in order to obtain efforts or to achieve goals. Some of the things contained in it, namely the efforts of a

school principal, teachers related to the subjects that researchers focus on at SMP Negeri 1 Sonder require good attention to a teacher who is responsible for it and the role of the principal, obstacles that are centered on inadequate teaching staff, facilities and infrastructure.

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